

DRAFT

Framework

for

School Reviews

Draft June 2010

**2010 Education Reviews
in Schools**

Published March 2002
Revised 2006
Revised 2009
Draft revision June 2010
© Crown copyright

(MHP 2000)

ISBN 978-0-478-30826-6 (Pbk)
ISBN 978-0-478-30888-4 (PDF)
ISBN 978-0-478-30886-0 (HTML)
ISBN 978-0-478-30887-7 (MS Word)

Comments on this draft are welcome
Please email info@ero.govt.nz

Note: (*) – link to website on electronic version.

Contents

About the Framework for School Reviews	2
Part one: Introduction	3
Part two: Principles for External Review and Self Review	4
Part three: The Role of ERO	5
Part four: The Review	6
<i>School Curriculum</i>	6
<i>National Evaluation Topics</i>	7
<i>The Board Assurance Statement including Student and Staff Health and Safety</i>	8
<i>Resources for the Review</i>	8
Part five: Guidelines for the Design and Conduct of a Review	9
Resource A: ERO's Evaluation	12
Resource B: This School's Curriculum	16
Resource C: Information for Parents and the Public	21
Resource D: Guidelines for Involvement of the Friend of the School	23
Resource E: Implications for Action	25
Resource F: National Evaluation Topics	28

About the Framework for School Reviews

This booklet was originally published in 2002, revised in 2006 and 2009, and substantially rewritten in 2010 to reflect changes to the review process. It sets out the framework for Education Review Office (ERO) reviews in state primary and secondary schools. For the purposes of this booklet, the word ‘school’ includes all state schools and those kura that do not operate in accordance with the principles of Te Aho Matua. ERO has separate standard procedures for reviews of private kura and schools.

ERO also uses a separate review framework for kura kaupapa Māori that operate in accordance with Te Aho Matua: *He Anga mō Te Arotake me Te Aro Mātai i roto i Ngā Kura Kaupapa Māori Te Aho Matua (A Framework of Review and Evaluation in Te Aho Matua Kura Kaupapa Māori.)* This booklet is on ERO’s website at: <http://ero.govt.nz/ero/publishing.nsf/Content/tam-framework-feb08>.

ERO publications on Education Reviews

For schools:

- *Framework for School Reviews (2010)*
- *Evaluation Indicators for Education Reviews in Schools (2010)*
- *Getting the most out of your ERO review*

For Te Aho Matua Kura Kaupapa Māori

- *A Framework for Review and Evaluation in Te Aho Matua Kura Kaupapa Māori*
- *Evaluation Indicators for Reviews in Te Aho Matua Kura Kaupapa Māori*

For Early Childhood Services

- *Framework and Resources for Early Childhood Education Reviews*
- *Evaluation Indicators for Education Reviews in Early Childhood Services*

For Ngā Kōhanga Reo

- *Framework for Kōhanga Reo Education Reviews*
- *Evaluation Indicators for Education Reviews in Kōhanga Reo*

These booklets are published on ERO’s website: www.ero.govt.nz.

For hard copies of the booklets, please write to: info@ero.govt.nz; or National Manager Public Affairs, Education Review Office, Box 2799, Wellington or phone 0-4-499 2489.

Ko te tamaiti te Pūtake o te Kaupapa

The Child – the Heart of the Matter

Part one: Introduction

The purpose of this Framework

This booklet is about the process that the Education Review Office (ERO) uses for reviews of state schools.¹ It sets out guidelines and resources for use by ERO and by schools and indicates the stages at which the different resources could be used.

Guidelines These are primarily for reviewers, but also contain information about ERO's reviews that could be useful to schools.

Resources These can be used by:

- schools for self review
- ERO in planning and scoping reviews.

ERO's Education Reviews

ERO's reviews:

- focus on student achievement
- build on existing processes of self review in each school.

The purpose of ERO reviews is to contribute to improved student achievement. Each school designs its own curriculum based on *The New Zealand Curriculum*. The school's curriculum is tailored to its own particular context in order to promote the achievement of its students. When ERO reviews schools it has a key interest in information that each school has on student achievement and also looks at the way in which the school's curriculum contributes to student achievement.

ERO places student achievement at the centre. Student achievement is the explicit point of reference for evaluating how effectively the school's programmes, processes and teaching promote student learning; and for formulating strategies for improvement. In the review process ERO interacts with boards of trustees, school staff, parents, whānau and students and gathers information from them.

ERO's reviews are evidence-based. Reviewers make independent judgements based on evidence and the use of evaluation indicators.

The best way ERO can assist students is through its reviews. ERO's reviews focus on student learning and achievement, and give schools the best possible external evaluative information to support improvement.

¹ In this booklet 'school' refers to all state schools and to those kura that do not operate in accordance with the principles of Te Aho Matua. ERO uses a separate framework for reviews of Te Aho Matua kura.

Part two: Principles for External Review and Self Review

A key feature of ERO reviews is the integrated approach to external review and self review. Through helping to build schools' capability in self review, and incorporating self-review information in its reviews, ERO's evaluation process helps the school to establish a cycle of ongoing improvement.

International research on school review processes suggests that effective links between external and self review are most likely when:

- the focus of external review is discussed with the school
- there is agreement about the nature and quality of information on student achievement
- the criteria used in external review are disseminated and widely understood
- there is understanding and agreement about processes, relationships and conduct in the review
- the process is seen by stakeholders as supporting educational improvement
- external review focuses on the quality of each school's own self review and approach to improvement, and its capacity for change
- the review team is aware of the context² of the school and its community.

This booklet describes how ERO's practice draws on self review in schools. It is important that ERO's procedures and criteria are transparent and available to schools to assist in their own processes of self review and in planning for external review.

Input from outside the school

Schools are expected to seek the views of parents and students as part of their ongoing community consultation and self review. If there is no evidence that this has occurred ERO may need to talk directly to members of the community about their views. In the course of reviews, ERO will gather information from students and parents, or from whānau in the case of a kura, as appropriate.

² The setting, circumstances, conditions and any specific factors relating to a school.

Part three: The Role of ERO

ERO's approach is to work with schools to identify their strengths and areas for development and review.

State schools are Crown entities, receive government funds and operate in a policy environment determined by the Government. ERO is a government department with responsibility for contributing to educational improvement through evaluating the quality of education provided in schools, and the effective use of public funds. The audience for ERO's reports includes the Government and the public as well as people working in schools.

External evaluation in schools has two roles – accountability and educational improvement. Evaluation for accountability purposes involves reporting on goals and standards (including checking on compliance matters), while an improvement focus involves assisting schools to improve through their self review.

There are tensions between ERO's improvement and accountability functions, and among the different needs of audiences for ERO reports. The resources in this booklet focus on school development and improvement, while at the same time clarifying ERO's accountability purpose and the constraints imposed by the public policy environment in which both ERO and schools operate.

Part four: The Review

ERO's framework for reviewing and reporting integrates the following:

- school curriculum
- national evaluation topics
- the Board Assurance Statement, including student and staff health and safety.

It also integrates external review with school self review by taking the most useful aspects from external and self review together with information about the school's context to build an overall picture of the school.

This helps ERO to answer the major evaluation question for reviews.

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

In relation to ERO's major evaluation question, ERO's review framework is designed to make it easier for schools to see:

- what they are doing well
- where they need to develop and review
- what they should do next.

The review focuses on the quality of education. This involves evaluating the impact of governance and management, professional leadership and teaching on student learning and achievement.

School Curriculum

The New Zealand Curriculum is underpinned by principles. It sets out the values, key competencies, learning areas and effective pedagogies that are the basis for teaching and learning in New Zealand's schools. ERO will evaluate the extent to which the school's curriculum provides students with "a curriculum that engages and challenges them, is forward looking and inclusive and affirms New Zealand's unique identity" (p9 *The New Zealand Curriculum*).

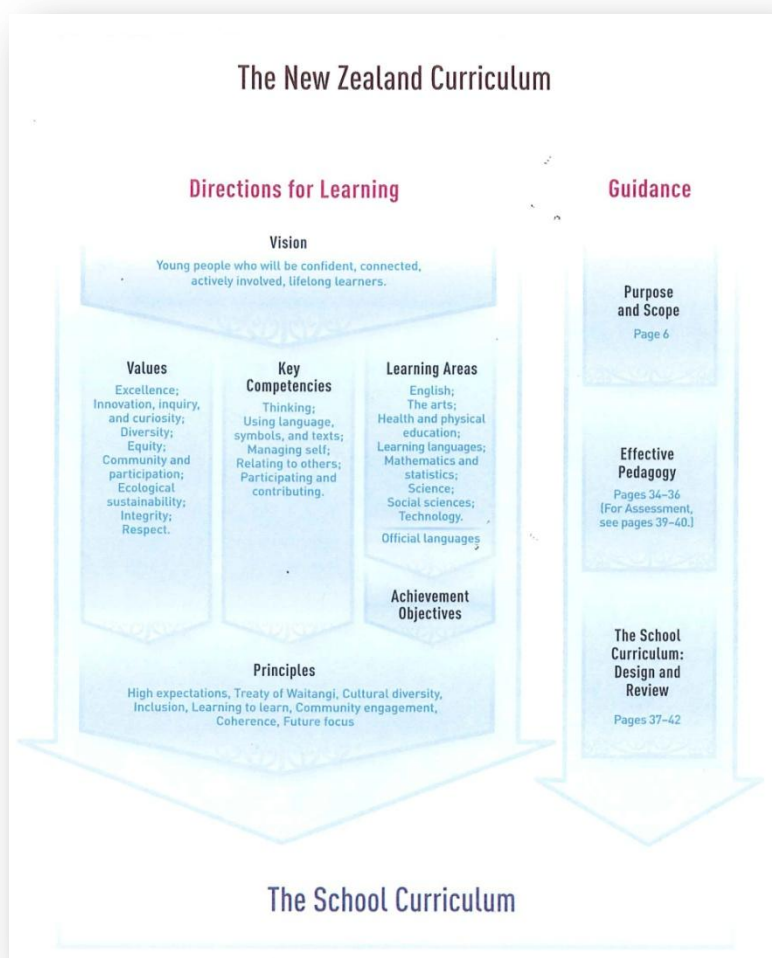


Figure 1: The New Zealand Curriculum

Each school designs its own curriculum based on *The New Zealand Curriculum*. The school tailors its curriculum to suit its own particular context and to promote the achievement of its students. The evaluation will be designed at the start of the review in consultation between ERO and the school. School self-review information is a logical starting point for evaluating the effectiveness of the curriculum and teaching in promoting student learning - engagement, progress and achievement.

National Evaluation Topics

During the review ERO also gathers information for the Government about how well its policies are working in schools. The topics covered change from time to time to reflect the Government's current interests. Each topic is viewed as part of the school's broader curriculum and is evaluated in that context. Information from this aspect of the review contributes to answering ERO's major evaluation question about the effectiveness of the curriculum (see Figure 1).

The Board Assurance Statement including Student and Staff Health and Safety

Providing a safe and healthy learning and working environment and complying with statutory legislation and legal requirements are important responsibilities of schools. ERO places some reliance on reporting on compliance by schools themselves.

The *Board Assurance Statement and Self-Audit Checklists* (BAS) and the accompanying *Guidelines* are for schools to use in self review, and to provide assurance that each school has taken all reasonable steps to meet its legal and health and safety requirements. When scoping and planning a review, ERO uses the board of trustees' own identification of non-compliance and actions to be taken from its attestation in the *Board Assurance Statement and Self-Audit Checklists*.

During the course of all reviews, ERO checks boards' performance in respect of compliance as attested in the *Board Assurance Statement* based on the *Self-Audit Checklists*. If the checking process indicates any significant problems, ERO may decide to investigate further.

For most schools ERO's main interest in compliance is in the quality of their self review. Any non-compliance not identified by the board and discovered by ERO may be included in the ERO report and, if significant, may result in an early return review. ERO decides on a case-by-case basis whether or not to report non-compliance issues identified by the board.

ERO also checks in depth five areas to do with student safety. These are:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Resources for the Review

These resources for schools are at the end of this booklet, and are also on ERO's website

Resource A: *ERO's Evaluation and Review Process*

Resource B: *This School's Curriculum*

Resource C: *Information for Parents and the Community*

Resource D: *Guidelines for the Friend of the School*

Resource E: *Recommendations*

Resource F: *National Evaluation Topics*

Part five: Guidelines for the Design and Conduct of a Review

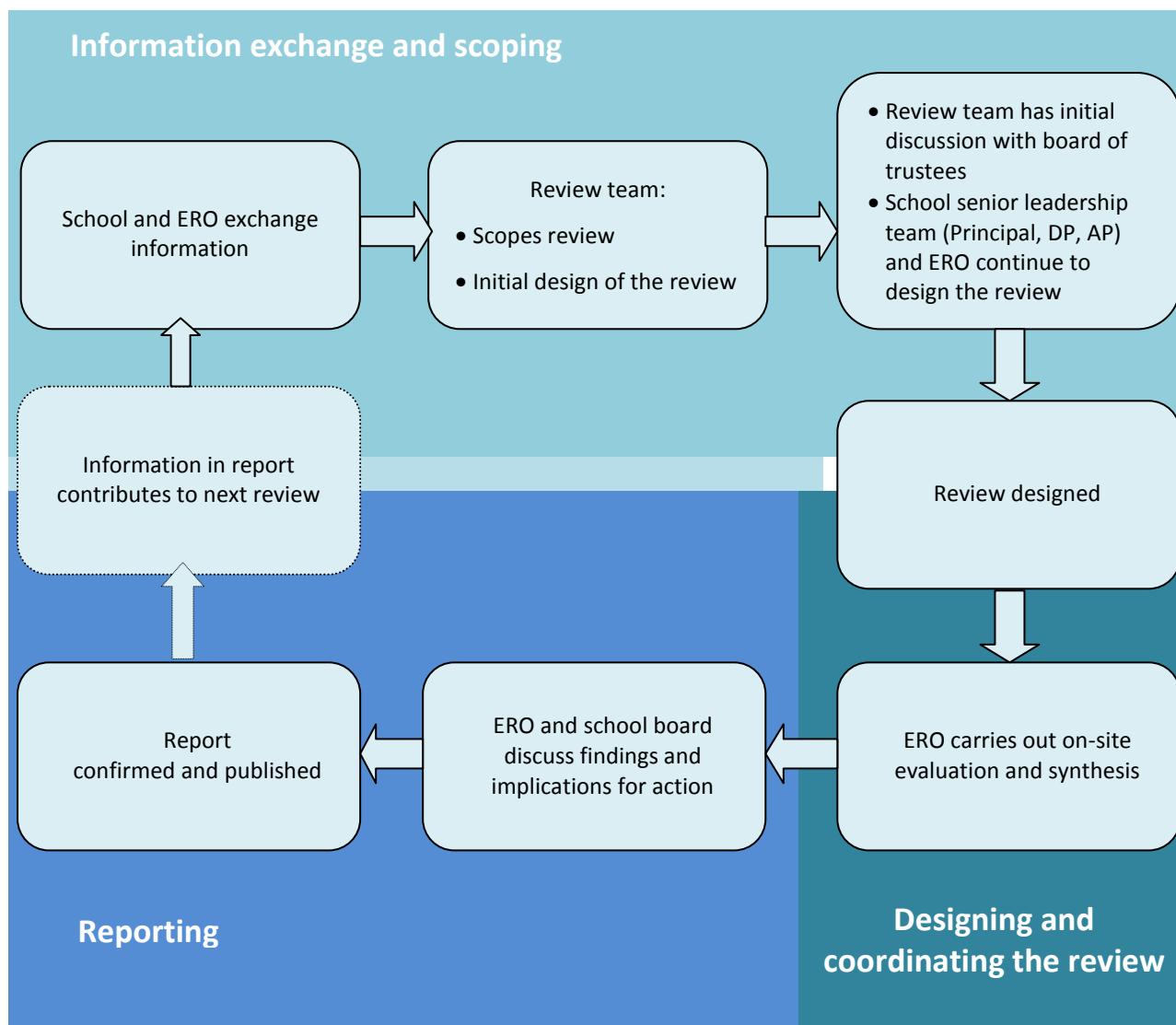


Figure 2: Review Structure

ERO's review follows the basic structure above. While this is the general order of the review process, stages sometimes overlap.

Overview

ERO's reviews reflect a balance between accountability and improvement. Given ERO's dual purpose, it is important for ERO and schools to have a common understanding of relationships and conduct in reviews. All relationships and the conduct of reviews are underpinned by the *Education Review Office Code of Conduct*. The following table summarises how ERO manages relationships and processes in reviews, and sets out ERO's expectations of schools.

Table 1: Undertakings by ERO and the school for a review

Information Exchange	
<p>ERO will:</p> <ul style="list-style-type: none"> • make information about the review process and the review criteria available to each school and will provide the <i>Board Assurance Statement, Self-Audit Checklist</i> and <i>Evaluation Indicators</i> • ask the school to complete an information sheet. This gives ERO contextual background and information about student engagement, progress and achievement • use the results of school self review and the school analysis of student achievement when designing the review • give the school opportunities to ask questions about the review process • invite the school trustees and senior leadership team to discuss the school's progress and curriculum in relation to ERO's major evaluation question. This usually takes place shortly before or at the beginning of the on-site stage • invite the school to consider involving a <i>Friend of the School</i>. 	<p>ERO expects the school to:</p> <ul style="list-style-type: none"> • make all relevant information available to ERO including self-review results and its analysis of student achievement • complete the <i>Board Assurance Statement</i> and <i>Self-Audit Checklist</i> • complete and return the ERO information sheet • work constructively with the review team to give access to information on site • facilitate discussions with members of the board, school management, staff and students.
<p>Before going to a school ERO will:</p> <ul style="list-style-type: none"> • conduct the initial scoping for the review using the school's information about student achievement and self review. 	<p>ERO expects the school to:</p> <ul style="list-style-type: none"> • notify the school community that a review is scheduled to take place • notify ERO of the decision to have a <i>Friend</i> (if applicable) • brief the <i>Friend of the School</i> about the review (if applicable) • notify ERO of the guidelines and parameters the school has established for the <i>Friend</i>.

Designing the Review	
<p>ERO will:</p> <ul style="list-style-type: none"> • discuss the design of the review with the school and take into account its suggestions • inform the school if ERO needs to change the design of the review during the course of the evaluation. 	<p>ERO expects the school to:</p> <ul style="list-style-type: none"> • discuss the aspects of its policies, practices and plans that are having a high impact on teaching and learning and student achievement, and the material they have gathered from self-review information • share information about the school's process/approach to self review.
The Review	
<p>ERO will:</p> <ul style="list-style-type: none"> • carry out the on-site stage of the review with a focus on curriculum • discuss emerging findings • reach judgements based on evidence • outline its findings to the school so that there are no surprises in the report • outline the evidential basis for key findings • in consultation with the school, decide on ways to effect improvement in student achievement. 	<p>ERO expects the school to:</p> <ul style="list-style-type: none"> • participate in the review by presenting self-review material and explanations to help review officers understand the context of the school • be involved in discussions about emerging findings • work constructively with review teams to identify the implications for action, areas for development and review and to develop any recommendations based on ERO's findings.
Reporting	
<p>ERO will:</p> <ul style="list-style-type: none"> • report areas of strength, areas for development and review, implications for action and any recommendation/s • write an unconfirmed report that answers ERO's major evaluation question • give schools an opportunity to consider the unconfirmed report • confirm the report and send it to the board of trustees • release its report publicly two weeks after confirmation and publish it on ERO's website. 	<p>ERO expects the school to:</p> <ul style="list-style-type: none"> • have the board of trustees and principal consider the unconfirmed report and respond to any errors of fact • make the confirmed report available to the school community • address the areas for development and review, and recommendations in the report.

Resource A: ERO's Evaluation

This resource can be used as a basis for examining the links between different school processes and activities, and student achievement. Use this resource together with **Resource B** to:

- assist schools in self review
- assist ERO and schools to identify and discuss how the different dimensions of the school work together to promote student achievement.

ERO's evaluation will:

- focus on the major evaluation question "How effectively does this school's curriculum promote student learning - engagement, progress and achievement?"
- emphasise the relationship between external evaluation and school self review.

Conceptual Framework

The diagram *Six Dimensions of a Successful School* in this resource (see *Figure 2 overleaf*) shows how student achievement connects to effective governance, professional leadership, high quality teaching, school culture and engagement with parents, whanau and communities. All of the six dimensions directly or indirectly contribute to creating the conditions that promote student achievement.

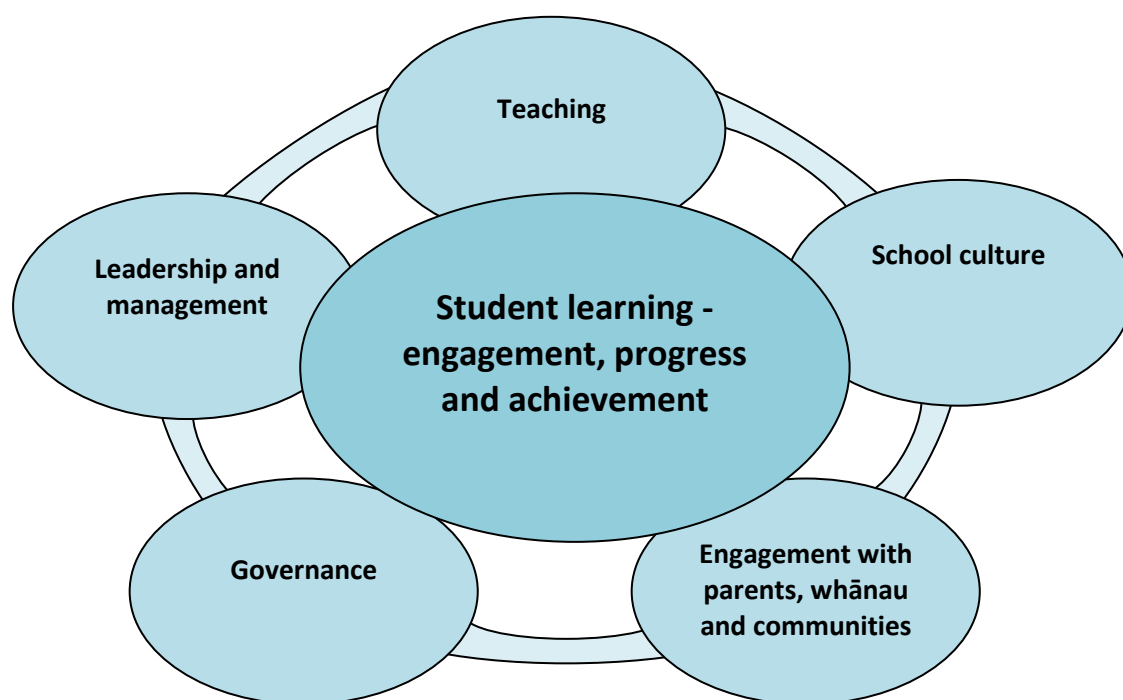
The diagram is not a "logic model" showing detailed causal relationships, but a tool to assist schools and ERO to determine how the different dimensions connect in a particular school.

It should be possible to trace a relationship between each dimension and student achievement.

A useful exercise for schools is to consider the key dimensions and the specific ways in which each can influence the others. The process of ERO and the school working together in tracing the links may be useful not only in deciding what to include and what to exclude, but also to clarify what is material to the review.

It may also help schools and ERO to identify some of the sources of evidence and activities that ERO needs to view in order to make sound evaluations and judgements.

Figure 3: The Six Dimensions of a Successful School



This diagram emphasises that each of the dimensions on the outer circle play a critical role in supporting student learning and promoting student achievement.

The school and ERO can use these six dimensions to reflect on and review the impact of the school's curriculum on student learning.

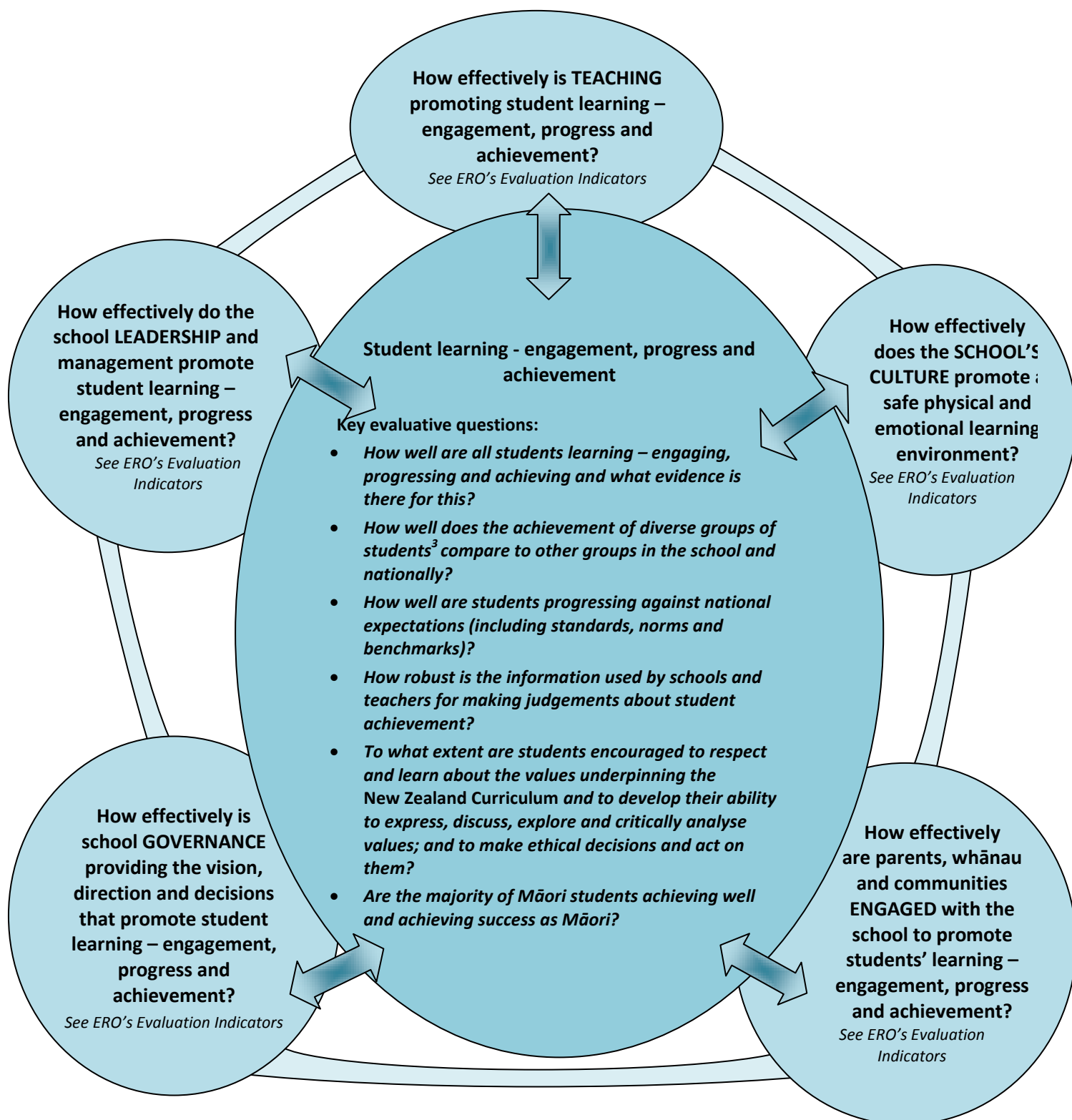
ERO's Major Evaluation Question

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

ERO's major evaluation question focuses on the central dimension in Figure 3. Schools and ERO will want to look at the questions and criteria that apply to evaluating the other dimensions and how they link together to contribute to student learning - engagement, progress and achievement.

ERO's *Evaluation Indicators* provide clear direction about how engagement, progress and achievement will be evaluated and how these terms are defined.

Figure 4: Key Evaluative Questions



³ "Diverse groups of students" could include:

- A group of students from a specific year level
- A group of students from specific ethnic backgrounds
- A group of students for whom English is an additional language and/or
- A group of students who have received support from a specific programme.

Consultation and Discussion

Under the planning and reporting requirements in the *Education Act 1989 sections 61-63B*, each school is required to reflect its community's views when establishing the school's charter which is the foundation for its curriculum. Schools should draw on this process to provide information to ERO.

To assist in designing the review the school should identify the groups that have been involved in consultation about the school's curriculum and self review, and decide who could provide relevant information. Key groups include the board of trustees (including the principal), teachers, other staff, students, parents, whānau and the Māori community, and any other groups.

Strengths and Areas for Review and Development

ERO usually aims to achieve a balance between identifying the strengths of the school and the areas for development and review. Where the school is performing well, the focus is on sampling and validating the results of self review and identifying good practice. Where there is a need for improvement, ERO works with schools to decide the implications for action and to formulate any recommendations for improvement.

Sustainability

Part of ERO's role is to determine the sustainability of school performance. For this reason reviewers gather information to address both the major question about the effectiveness of the school's curriculum and to evaluate the school's capacity to sustain a cycle of ongoing improvement. In most cases reviewers will need to gather information from across the six dimensions to decide if the school has the capacity to sustain and continue improvements. If the review identifies shortcomings in any of the six dimensions of a successful school, ERO will increase its focus on these.

Resource B: This School's Curriculum

ERO's major evaluation question:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

ERO defines the term curriculum broadly to encompass all the learning experiences that a student encounters in the school environment.

ERO's Evaluation

ERO will evaluate how effectively your school's curriculum promotes student learning - engagement, progress and achievement. *The New Zealand Curriculum* sets the direction for student learning and provides guidance for you to design your school curriculum. Each school's curriculum will encompass the vision, values, key competencies, learning areas, effective pedagogy and achievement objectives of *The New Zealand Curriculum*. The principles that are the foundation of curriculum decision-making in New Zealand schools "put students at the centre of teaching and learning asserting that they should experience a curriculum that engages and challenges them, is forward looking and inclusive and affirms New Zealand's unique identity" (p9 *The New Zealand Curriculum*).

The starting point for ERO's evaluation will be what your school knows about students' learning progress and how you have used that information to design and develop a curriculum that is responsive to students' diverse educational strengths and needs. ERO will also evaluate how well-positioned your school is to sustain developments and to continue to improve all students' learning in order to achieve *The New Zealand Curriculum* vision to have young people become "confident, connected, actively involved and lifelong learners" (p8 *The New Zealand Curriculum*).

ERO's evaluation will:

- be complementary to your own self review
- place emphasis upon the quality of your self review and planning for student achievement in the context of your school
- determine how effectively your curriculum and teaching and learning programmes are designed and implemented to address the strengths and needs of all your students, and to promote their achievement
- maintain a focus on how your school's curriculum promotes success and achievement for Māori and Pacific students
- holistically evaluate and integrate your school's response to *The New Zealand Curriculum*, national standards and qualifications and national priorities for education in context
- support your school's continuous self review and development leading to school improvement.

Self Reviewing

The following material on self reviewing and curriculum development provides a basis for discussion about the processes involved in these.

What you know about students' learning - engagement, progress and achievement in your school comes from your school's self-review processes. Your self review will always include information on how well Māori students are succeeding as Māori. As a result of information from your self review, you have designed a curriculum and teaching and learning programmes to address the educational priorities for your students in this context at this particular point in time. In this way your school's curriculum is unique.

Broadly speaking there are three types of self review. Figure 5 depicts how these work and relate to each other:

Figure 5: Types of Self Review



Three types of self review

1. **Strategic self review** is long term and focused on key goals related to the school's vision.

2. **Regular self reviews** are about “business as usual”. They are smaller, focused and ongoing, feeding regular data into the strategic self review.
3. **Emergent self reviews** are in response to unplanned events or issues as they arise. They are one-off spontaneous reviews but should fit with overall goals and link to other reviews.

School self review involves gathering data to produce information which is used as evidence to support judgements and make decisions about school direction and priorities. This process is outlined below.

Data ⇌ Analysis ⇌ Decisions

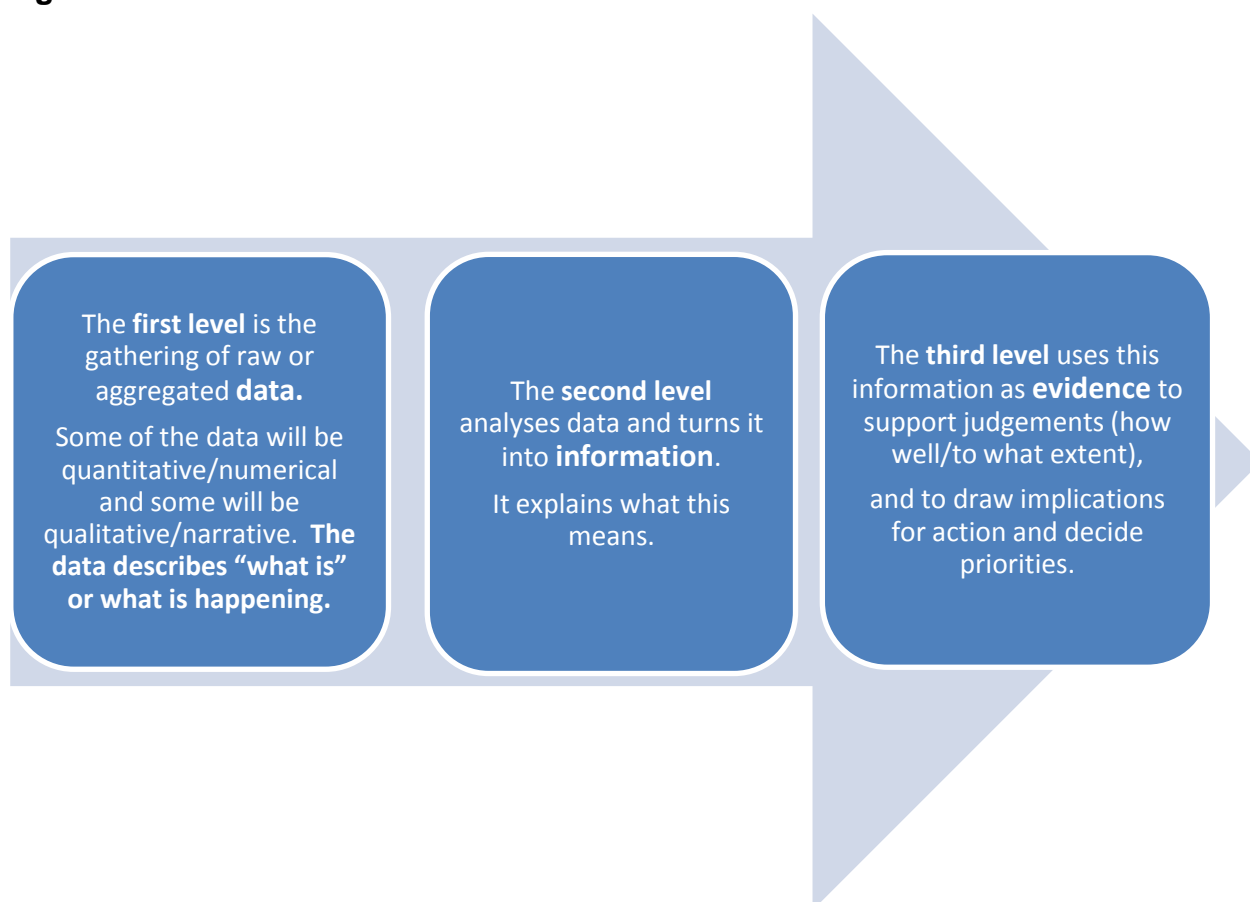
The first level: the school gathers raw or aggregated **data** - hard (quantitative/numerical) and soft (qualitative/narrative). This shows “what is” or “what is happening.”

The second level: data are turned into **information** which is analysed to give meaning to the raw data allowing schools to make statements or comparisons.

The third level: the information is used as **evidence** to support judgements (*how well/to what extent*), to make decisions (*if this is so, then we need to ...*) and to determine priorities (*the most compelling need is ...*).

Your school’s self review will involve analysis at these three levels and is the linchpin in establishing a continuous cycle of school and curriculum improvement.

Figure 6: From data to decisions



Complementary Approach

A key feature of ERO reviews is a complementary approach to external evaluation (ERO) and internal evaluation (school self review). Each type of evaluation can benefit the other.

ERO will use your self review and other information to evaluate aspects of the curriculum cycle to make judgements on the major evaluation question:

“How effectively does this school’s curriculum promote student learning - engagement, progress and achievement?”

A Simple Model of Curriculum Development and Design

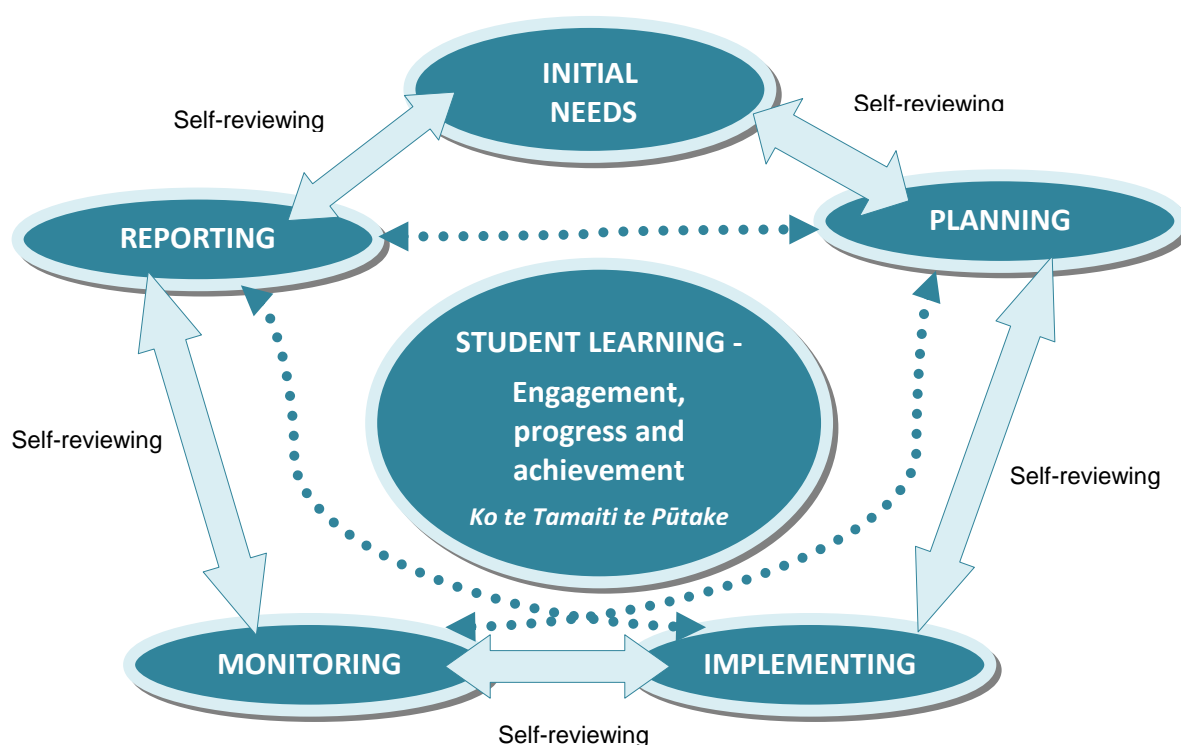
Curriculum design and review is a continuous, cyclic process which involves making decisions about how best to give effect to the national curriculum in ways that best address the particular needs, interests and circumstances of the school’s students and community.

The New Zealand Curriculum Page 37

ERO’s evaluation considers how your school uses “the scope, flexibility and authority” of *The New Zealand Curriculum* to design and shape a curriculum that is meaningful and that effectively promotes student learning - engagement, progress and achievement. ERO’s *Evaluation Indicators* clarify the basis on which ERO will evaluate student learning – engagement, progress and achievement (ref pp 19-23 *Evaluation Indicators for Education Reviews in Schools*).

Figure 7 is a conceptual diagram that can be useful in considering your school’s process for developing curriculum. It shows that the primary function of curriculum is to improve student learning and that each phase of the cycle provides the information, resources and basis for the next stage.

Figure 7: Curriculum Development Cycle



As with the *Six Dimensions for a Successful School*, although the phases are shown as discrete and arrows go one way, the process can be considerably more fluid and two-way. So, for example, when putting in place a programme, teachers may notice some issues which immediately cause them to re-plan. ERO's discussion about your school's curriculum can start at any point in the process and can work forwards or backwards. Most importantly, this cycle of development does not stop. When one cycle has been completed a school will already find it has embarked on the next cycle. The changes made as a result of the first cycle will produce new information on the strengths and needs of students, and so the process begins again.

A logical starting point is the information the school has from its self review and the impact this is having on promoting and improving student learning - engagement, progress and achievement. This curriculum development cycle can also represent the teaching-as-inquiry cycle.

ERO's overarching question "How effectively does this school's curriculum promote student learning- engagement, progress and achievement?" leads to the following questions for your school to consider.

- What does the school do to promote student achievement through its teaching and learning programmes?
- To what extent are students encouraged to respect and learn about the values underpinning *The New Zealand Curriculum* and to develop their ability to express, discuss and analyse values critically in order to make ethical decisions and act on them?
- How does the school check how well objectives are being met and that resources are being used effectively?
- What are the specific outcomes in terms of students' engagement, progress and achievement?
- What does the school know about students' learning?
- What do the students know about their learning?
- How does the school tell staff, parents, whānau and the community about the outcomes of its programmes for students?
- What data/ information does the school have, what does it mean and how is it used to decide where the school wants to be and its next steps?

Reviewers and schools may devise different questions to suit the context of the review. ERO's *Evaluation Indicators* provide a resource for generating evaluative questions.

Resource C: Information for Parents and the Public

Overview

One of the purposes of ERO is to give parents information to help them make decisions. What parents want to know, and the way they can use ERO's information vary widely. This resource highlights issues that are of interest to parents and the wider public, and that should be addressed in ERO reports.

Parents' Involvement with the School

Parents whose children attend a particular school are part of the community of the school and have an opportunity to influence what goes on in the school through board elections, consultation and day-to-day involvement in their children's schooling.

In evaluating how effectively the school's curriculum promotes student learning – engagement, progress and achievement, ERO takes into consideration the extent to which the school has consulted its community about the design of its curriculum. This will decide the extent to which discussions with community representatives should take place during the review.

Parents Choosing a School

Parents who are choosing a school for their child may use ERO reports as a source of information about the type and quality of education offered in a particular school. Parents are likely to look to ERO reports to answer questions such as:

- What is the school like for students?
- How well do students achieve in this school?
- What and how does the school know about the progress and achievement of its students?
- How well does the school use student information to benefit students?
- How well does the school provide for student learning and development through its education programme?
- To what extent is the school giving students an education that embraces the vision and intent of *The New Zealand Curriculum* which forms the basis for teaching and learning in New Zealand schools?

An ERO report will not address all these issues in detail but should contain sufficient information to assist parents to make judgements on these issues.

Information for Parents and the Public

ERO recognises the kind of information needed by parents and the public during reviews and in reports through:

- gathering information and reporting on how effectively the school's curriculum promotes student learning - engagement, progress and achievement (see **Resource A**)
- including a community page in reports that gives information of particular interest to parents, drawing on the findings of the review.

Information that could be in the Community Page

Each ERO Education Review report has a section called *ERO's Evaluation*. The *Community Page* is an exact copy of this, but is in the form of a separate page for the school to use to let its parent community know about the outcomes of the ERO review. The intention is to give parents information about the performance of the school as a whole and to help them in discussions with the school about review and development.

The following list of questions is indicative only. Not all the questions will be relevant to all reviews, some could be merged and others could be identified for particular schools.

Questions	Information could include
What is the school like for students?	Characteristics of the school, its students and special features. Particular values espoused and demonstrated by the school. Relationships within the school and between the school and its community and Māori community.
How well do students achieve in this school? What and how does the school know about the progress and achievement of its students?	A general and high level statement on: <ul style="list-style-type: none"> the areas where engagement, progress and achievement information is available and what it says whether national assessment tools are used. If the school does not have useful information or use nationally-normed tools ERO needs to say so.
How well does the school use student information to benefit students? [Self review]	The extent to which the school collects, analyses and synthesises student information and whether the findings are robust and used for review and improvement.
How effectively does this school's curriculum promote student learning - engagement, progress and achievement?	This will include evaluative comments about the quality of the school's curriculum, curriculum and teaching priorities and how they were determined, the engagement of students, school and teacher response to diversity, resources or facilities that impact positively on teaching and learning and opportunities beyond classroom programmes for students to be involved. The school's contribution to success for Māori and/or Pacific students should be included.
How well is the school governed, managed and led for the benefit of its students?	The capability of school leadership and governance to sustain ongoing improvement and promote progress and achievement for all students.
How well do the school's systems safeguard the physical and emotional safety of students?	The quality of the board's systems for assuring the health and safety of students and staff, and any significant issues parents should know about, such as truancy, disciplinary actions, bullying, etc.
How well has the school acted on and reported the results of external reviews to parents?	This may be important, particularly if there is no improvement over time.

Resource D: Guidelines for Involvement of the Friend of the School

The role of the Friend of the School

Before the review starts the school has the opportunity to involve a Friend of the School in the review.

It is the responsibility of the board of trustees to decide how the Friend of the School is involved in the review. The Friend can be anybody except the principal, a trustee of the school or member of staff of the school.

The Friend represents the school and does not have the authority of a designated review officer.

Skills required

The school selects the Friend according to its own criteria, which may include:

- a good knowledge of the school and the contextual factors affecting its performance
- the ability to reflect the interests of a particular group or groups in the school such as students, parents, or the wider community
- the ability to maintain a constructive relationship with members of the school community and ERO
- expertise in a specific area of importance to the school.

Parameters related to the Friend of the School

- The decision to include a Friend of the School in a review is made by the board of trustees.
- The school may select only one person as the Friend.
- The school meets all costs related to the Friend of the School.
- The Friend is responsible to the board of trustees during the time they are involved in the review.
- The board of trustees is responsible for the Friend's access to information during and following the review.
- ERO may provide opportunities for individuals to give review officers information in confidence, without the Friend being present.

Relationships and processes

What ERO does	What the school does	What the Friend does
<p>Provides the board with guidelines to assist in their choice and management of the Friend.</p> <p>With the agreement of the school, provides the Friend with the opportunity to:</p> <ul style="list-style-type: none"> • attend meetings and interviews carried out as part of the review; • see all documents the board wishes to make available; • participate in review team discussions. <p>Considers information provided by the Friend when drafting the report.</p>	<p>Decides if the school wishes to have a Friend involved in the review.</p> <p>Selects the Friend.</p> <p>Provides any necessary briefing to the Friend on the role he/she is to fulfil.</p> <p>Notifies ERO of the decision to have a Friend and of the guidelines and parameters the school has provided for the Friend.</p>	<p>Agrees to work within ERO's timelines and procedures for carrying out the review.</p> <p>Participates in those aspects of the review the school wishes.</p> <p>Participates in meetings and review team discussions.</p> <p>Comments on ERO's unconfirmed report through the board of trustees, if desired.</p>

The Friend of the School may find useful information in ERO's booklet: *Getting the most out of your ERO review*. This is available from your local review office or on ERO's website: www.ero.govt.nz.

Resource E: Implications for Action

Overview

The purpose of identifying the implications for action and areas for development and review is to support improvement in areas likely to have a direct and positive impact on student achievement.

In some cases a single, specific course of action might not be the most useful response to a particular problem. In these cases ERO and the board may consider a range of options or ideas and through discussion choose the most appropriate strategy or strategies.

Consultation with the board of trustees

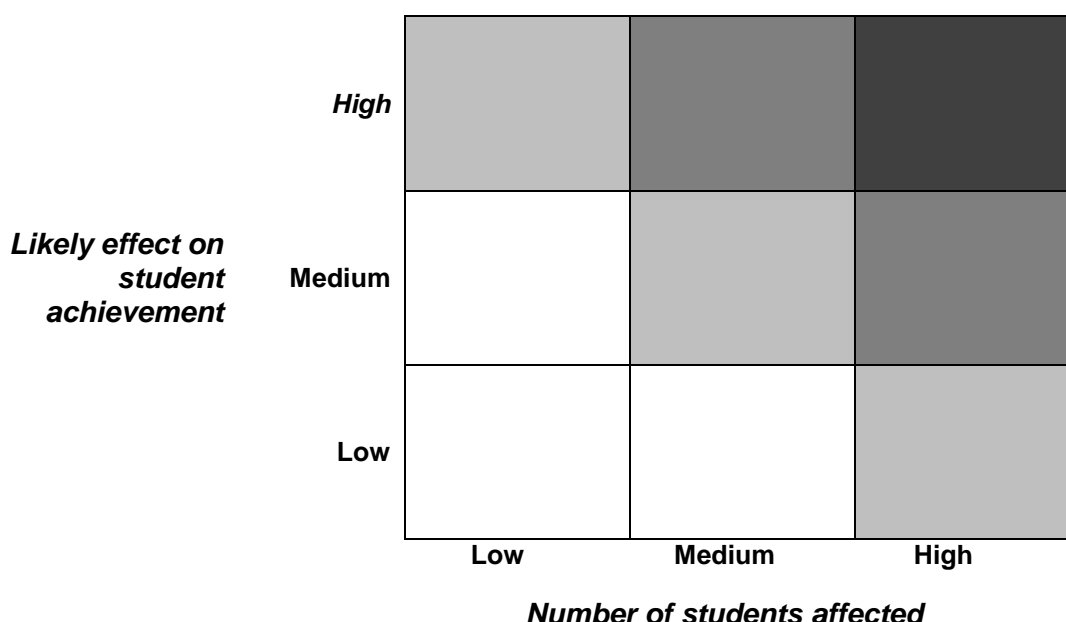
As much as possible, implications for actions are developed in consultation with the board of trustees and school management at the time of the discussion meeting to clarify emerging findings. As part of this meeting, ERO and the board discuss which options and ideas are practical and achievable. If it is not possible to develop courses of action or recommendations at the discussion meeting these should be developed as soon as possible after the meeting.

The review team may still make recommendations even if the discussions with the board are not successful in agreeing to the areas for development and review by the school.

Developing and prioritising recommendations

The following framework could also be used in developing and prioritising implications for action and recommendations.

Figure 8: Priority Matrix



Types of recommendations

Recommendations and implications for action may include any of the following:

- specific corrective action
- further investigation by the school
- use of external advice and support by the school in specific areas
- introduction of new processes and activities based on good practice at other schools
- wait-and-see strategy (where the school already has a process to address the issue)
- recommendations to other agencies (for example, the Ministry of Education, Occupational Health and Safety). These recommendations are not recorded until the report has been confirmed.

Recommendations to other agencies: Interventions

Probably the most frequent recommendation by ERO to other agencies will be a recommendation to the Ministry of Education related to an intervention.

The Education Act 1989 provides for a range of statutory interventions to help the Ministry of Education identify and respond to difficulties in schools, especially where student welfare or learning is at risk. The interventions allow the Ministry of Education to step in at an early stage to support schools where needed. The Ministry can, on its own initiative, decide to intervene or the board of trustees can ask for Ministry help.

Where the intervention is being recommended by ERO the expectation is that the Ministry will discuss the nature of the intervention with the board of trustees.

The interventions are set out in Part 7A of the Education Act 1989. More than one intervention can be used at the same time, or one can follow another.

The statutory interventions are:

- requesting information from the school board of trustees [section 78J] about matters relating to its operation - for example, about its performance management system
- requiring a board of trustees to seek specialist help [section 78K] - for example, to engage professional support in relation to curriculum delivery or financial matters
- requiring a board to prepare and implement an action plan [section 78L] - for example, to fix a problem in the area of employment of staff
- appointing a limited statutory manager [section 78M] to work on a particular aspect of a school operation while the board remains in existence - for example, to attend to financial matters
- where the school is at serious risk and other interventions would not deal satisfactorily with that risk, the Minister of Education dissolves a board and directs the Secretary for Education

to appoint a commissioner [section 78N (1)] - for example, where board members can no longer work together

- where a board is non-functioning, the Secretary for Education dissolves a board and appoints a commissioner [section 78N (3)] - for example, where there are too few trustees on the board and replacements cannot be found.

It is usually not appropriate for ERO to recommend a specific intervention in the report. The recommendation is most likely to focus on the outcome desired from the intervention and should not necessarily constrain the Ministry of Education.

Resource F: National Evaluation Topics

Overview

National Evaluation Topics

The purpose of this resource is to inform schools about how ERO will investigate national evaluation topics within the education review framework.

Purpose of national evaluation topics

One of the purposes of ERO reviews is to provide information for the government on the extent to which education policies are successful in achieving government objectives for education. Topics for Education Evaluation reports are determined in consultation with the Minister, the Ministry of Education and other government agencies.

Information about national evaluation topics is published as Education Evaluation reports which are on our website and often printed as booklets. ERO produces between 12 and 20 education evaluation reports each year.

Use of national evaluation topics

National evaluation topics provide lenses through which ERO investigates key aspects of school performance. Each topic is viewed as an integral part of the school's broader curriculum and is evaluated in that context. This gives ERO an integrated way of gathering and generating evidence that will help answer the big evaluative question:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Information from individual school reviews is then nationally aggregated and analysed. System-wide evaluation judgements are developed from this analysis, which form the basis of the national evaluation reports.

Some national evaluation topics, such as "Success for Māori Students" are ongoing in every review. Other topics are investigated for a finite period, (usually one or two school terms) in every institution reviewed within that time. Because ERO reviews about 300 schools over the course of two terms ERO's Education Evaluation reports reflect the findings from a substantial number of schools.

The collection of evidence to inform the findings and judgements for national evaluation topics is not only integral to findings about individual schools but is also vital to the accuracy, integrity and credibility of ERO's national reports.

